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secondary schools. If Greek be no longer required, if higher and lower standards be permitted in Latin and Mathematics, if English be put first of all, then the difficulty of finding a proper place for Science and French or German will be reduced to a minimum, if it does not altogether disappear; and a psychologically sound and practically workable programme will have been secured.

EDITOR.

COLLEGE REQUIREMENTS IN GREEK.

The recent movement of the National Council of Education toward the establishment of a standard curriculum for the secondary schools is not unlikely to prove of considerable importance,—it may prove of the highest importance for our whole system of higher education. It is certainly an attempt worth making. If it is to be made at all, certainly this is the time. The settlement which the next few decades make of the relation between the college and the university is likely to be, in its chief outlines, final. The problem about which all questions centre concerns the position of the college in the scheme. Are we to reach the German solution with its dualism of gymnasium and university? Is the old college course to be divided out between the secondary school and the university? Or shall we settle upon the threefold division: the secondary course, the college course, the university course? The settlement of the question will depend essentially upon the location of the frontier between the secondary school and the college. It is largely a question of the students' age. At present in the East this frontier is near the average age nineteen. As this frontier has advanced into the old-time territory of the college course, the university course has correspondingly intruded itself at the other side. Annihilation by partition threatens the college. The larger institutions, equipped for university courses, may regard this with unconcern. The interests of education in the large will not, however, tolerate a disregard of the existing fact that there are in this country at least two hundred and fifty institutions equipped and endowed for the maintenance of the college course proper. A solution of our problem that is to claim general respect and liberate us from our present confusion must evidently take full cognizance of the vested interests

of the colleges. The movement toward the establishment of a standard curriculum for the secondary schools is a movement toward common understanding between all the colleges of the country quite as much as between the secondary schools and colleges of any part of the country. It is not a movement toward the advance of standard nor even toward the extension of the highest requirements now existing in some colleges to all colleges. For the problem we have in hand *highest* is not necessarily synonymous with *best*. We may indeed with reason inquire whether the current tendency to identify the highest with best, may not be merely a relic of that earlier ideal, which saw no hope of an American university except in the elevation and transmutation of the American college. An investigation of the existing requirements in Greek made by the writer in preparation for the Greek conference of December 28, was therefore extended beyond the limits of the colleges of highest standard and made to include 172 well-established institutions representing every section of the country, and distributed according to sections of the country as follows: New England, 17; Middle States, (including Maryland and District of Columbia) 38; Southern States, 33; cis-Mississippian West, 46; trans-Mississippian West 38; and according to states as follows:

Maine,	3	North Carolina, . . .	3	Wisconsin,	4
New Hampshire, . .	1	South Carolina, . . .	1	Minnesota,	2
Vermont,	2	Georgia,	2	Iowa,	9
Massachusetts, . . .	7	Alabama,	2	Missouri,	5
Rhode Island, . . .	1	Mississippi,	1	Kansas,	4
Connecticut,	3	Louisiana,	2	Nebraska,	1
New York,	14	Texas,	1	South Dakota,	2
New Jersey,	2	Arkansas,	1	North Dakota,	1
Pennsylvania, . . .	15	Tennessee,	6	Montana,	1
Maryland,	2	Kentucky,	6	Colorado,	3
Delaware,	1	Ohio,	19	Utah,	1
Dist. of Columbia, .	3	Indiana,	6	Washington,	1
Virginia,	7	Illinois,	12	Oregon,	3
West Virginia, . . .	1	Michigan,	5	California,	5

The limitation of the inquiry to Greek sets limits upon the value of the results, but the test of advancement *i. e.* of college standard furnished by the Greek requirements will nevertheless be found particularly satisfactory for a number of reasons: (1) there is a general agreement upon the order and material of the introductory study, so that comparison is possible; (2) the time

assigned is narrow, and more generally than in any other study restricted to the correspondingly same period in the education of the student ; (3) the various levels of requirements class themselves more nearly by complete periods, as years, thus one year, or two years, or three.

In regard to the amount of reading required almost all the colleges set definite assignments. But two have been found, Harvard and the University of Chicago, which name no other test in reading than the exercise at sight.* The following exact a test in reading easy Attic prose at sight as additional to the test in required reading :

Adelbert,	Cornell Univ.,	Leland Stanford,
Amherst,	Des Moines Coll.,	Vanderbilt,
Beloit,	Haverford,	Vassar,
Bowdoin,	Lake Forest,	Wellesley,
Bryn Mawr,	Lehigh,	Wesleyan,
Univ. of California,	Marietta,	Williams,
Univ. of Cincinnati,	Rutgers,	Yale.

The following exact an additional test in reading Homer at sight :

Vassar, Wellesley, Haverford.

The following offer the sight test as an alternative :

In prose—University of Kansas.

In both Homer and prose—Brown, Dartmouth, Trinity (Conn.), Tufts.

The twenty-nine colleges mentioning the sight-test are distributed according to locality as follows : New England 11, Middle States 7, Ohio 3, Illinois 2, California 2, Kansas, Tennessee, Wisconsin, and Iowa 1 each.

* Olivet (Mich.) mentions sight-reading among the exercises in beginning Greek in its preparatory department, but does not make it a requirement for admission. Others add sight-reading to very low requirements, so that they can hardly be considered here ; thus the Univ. of So. Dakota requires Anab. I, and examines on Anab. II at sight. Trinity (N. C.) adds sight-reading to the First Lessons in Greek, and the Univ. of Utah to 30 pp. of required reading.

The various reading requirements are as follows :

4 Books Anab., 1 Herod., 4 Iliad.

Johns Hopkins, (Md.).

4 Books Anab., 3 Iliad.

Adelbert, (O.)	Haverford, (Pa.)	Smith, (Mass.)
Amherst, (Mass.)	Hobart, (N. Y.)	Trinity, (Conn.)
¹ Brown, (R. I.)	Illinois Coll., (Ill.)	Tufts, (Mass.)
Bucknell, (Pa.)	² Lafayette, (Pa.)	Vassar, (N. Y.)
Cincinnati, (O.)	Lehigh, (Pa.)	Univ. Vermont,
Colorado Coll., (Col.)	Marietta, (O.)	Washington, (Mo.)
Columbia, (N. Y.)	Univ. City New York,	Wesleyan, (Conn.)
Columbian, (D. C.)	Ohio Wesleyan, (O.)	Univ. Wisconsin,
Univ. Denver, (Col.)	Olivet, (Mich.)	Yale, (Conn.)
² Des Moines, (Ia.)	Univ. Pacific, (Cal.)	Yankton, (S. Dak.).
Dickinson, (Pa.)	Univ. Penna., (Pa.)	

4 Books Anab., 2 Iliad.

Beloit, (Wis.)	Dartmouth, (N. H.)	⁴ Princeton, (N. J.)
Boston, (Mass.)	Lawrence, (Wis.)	Leland Stanford, (Cal.)
Bowdoin, (Me.)	Middlebury, (Vt.)	Vanderbilt, (Tenn.)
Univ. California,	Mt. Union, (O.)	Williams, (Mass.).

4 Books Anab., 1 Iliad.

Howard Univ., (D. C.).

3 Books Anab., 3 Iliad.

(The New York standard, basis of Regents' Examinations.)

Alfred, (N. Y.)	Northwestern, (Ill.)	St. Lawrence, (N. Y.)
Colgate, (N. Y.)	Oberlin, (O.)	St. Stephens, (N. Y.)
Cornell Univ., (N. Y.)	Ohio, (O.)	Syracuse, (N. Y.)
Kansas Wesleyan,	Rochester, (N. Y.)	Wellesley, (Mass.).
Lake Forest, (Ill.)	Rutgers, (N. J.)	

3 Books Anab., 2 Iliad.

Bates, (Me.)	Drury, (Mo.)	Union, (N. Y.).
Colby, (Me.)	Hamilton, (N. Y.)	
Univ. Colorado,	Hillsdale, (Mich.)	

3 Books Anab., 1 Iliad.

Kenyon, (O.).

2 Books Anab., 3 Iliad.

Heidelberg, (O.)	Univ. So. California,	Willamette, (Ore.).
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2 Books Anab., 2 Iliad.

³Bryn Mawr, (Pa.).

¹Or 7 books Anabasis. ²With reading of Herodotus. ³Substitution of prose for Homer allowed. ⁴Herodotus to be substituted for Homer hereafter.
⁵Or 4 books Anab. (2 Anab. and 2 Memor.) and 3 books Iliad.

Indefinite statement as to amount of Xen. and Homer required.

Hiram, (O.)

Ottawa, (Kan.).

The remainder require *no* Homer.*7 Books Anabasis.*

Allegheny Coll., (Pa.).

4 Books Anabasis, 1 Orat. Lysias.

Knox Coll., (Ill.).

4 Books Anab., Selec. from Herodotus.

Univ. Montana.

*4 Books Anabasis.*¹Adrian, (Mich.)²Notre Dame, (Ind.)

Washington and Jeffer-

Georgetown, (Ky.)

So. Car. Univ.,

son, (Pa.)

Univ. Illinois,

³Texas Univ.,

Wittenberg, (O.).

3 Books Anabasis.

Buchtel, (O.)

Macalaster, (Minn.)

Univ. N. Car.,

Carthage, (Ill.)

Univ. Michigan,

Pennsyl. Coll.,

Franklin and Marshall,

Univ. Minnesota,

Tulane, (La.)

⁴Georgetown, (D. C.)⁵Univ. Mississippi,

Wabash, (Ind.)

Grove City, (Pa.)

Muhlenberg, (Pa.)

Western Univ. of Pa.

2 Books Anabasis.

Central Univ. of Ky.,

Franklin, (Ind.)

Univ. Virginia,

Cornell Coll., (Ia.)

Univ. Kansas,

Univ. W. Virginia.

Cumberland, (Tenn.)

Tabor, (Ia.)

Delaware,

Westfield, (Ill.)

1 Book Anabasis.

Univ. Alabama,

Hampden-Sidney, (Va.)

Parsons, (Ia.)

Baker, (Kan.)

Hedding, (Ill.)

St. Johns, (Md.)

Baldwin, (O.)

Iowa Coll.,

Univ. So. Dakota.

Butler, (Ind.)

N. C. College,

Reading-lessons, or reading-lessons with a few chapters in the Anabasis. A group of colleges for which the preparation in Greek requires a year or less.

Battle Creek, (Mich.)

Hanover, (Ill.)

Shepardson, (O.)

Berea, (Ky.)

Kentucky Univ.,

^{*}Southern Univ., (Ala.)

Centenary, (La.)

McMinnville, (Ore.)

San Joaquin Vall., (Cal.)

Centre, (Ky.)

Univ. Missouri,

Trinity, (N. C.)

Central, (Mo.)

Muskigum, (O.)

U. S. Grant, (Tenn.)

Denison, (O.)

Univ. Nebraska,

Univ. Wash., (Wash.)

DePauw, (Ind.)

Univ. Oregon,

Western, (Ia.)

Ewing, (Ill.)

Ripon, (Wis.)

William Jewell, (Mo.)

Geneva, (Pa.)

Roanoke, (Va.)

Wooster, (O.)

Univ. Georgia,

Univ. South, (Tenn.)

Univ. Utah.

¹3 books Anab. and selections from Herodotus iii. ²3 books Anab., Gospel John, Reader. ³2 books Anab. and 2 Memorabilia. ⁴2 books Anab. and selections from Lucian. ⁵50 pp. Moss's Reader, 1 Anab., $\frac{1}{3}$ Phillpott's Selections.

In a considerable number of colleges, some of good standing, including several state universities, there is no course requiring Greek for admission. Elementary Greek is in such cases a Freshman study. Among these are Indiana Univ., Coll. of City of N. Y., State Univ. of Iowa, Univ. of No. Dakota, Ohio State Univ., Swarthmore (Pa.), Penn Coll. (Ia.), Randolph Macon Coll. (Va.), Univ. of Tennessee, So. Western Presbyt. Univ. (Tenn.), Washington and Lee Coll. (Va.), Wilmington Coll. (O.), etc.; in all 11 per cent. of the 172 colleges whose requirements were examined.

The various requirements distribute themselves among the different sections of the country as follows :

Whole Number of Colleges considered. . .		New England.	Middle States with Md. and D. C.	Southern States, including Tenn. and Kentucky.	Cis-Mississip- pian West.	Trans- Mississippian West.
		17	38	33	46	38
4 Anab. and 2-4 Hom. }	Number . . .	14	13	1	11	8
	Percentage . .	82 pr. ct.	34 pr. ct.	3 pr. ct.	22 pr. ct.	21 pr. ct.
3 Anab. and 2-3 Hom. }	Number . . .	3	10	0	5	3
	Percentage . .	18 pr. ct.	26 pr. ct.	0	11 pr. ct.	8 pr. ct.
2-4 Anab. and 1-4 Hom. }	Number . . .	17	24	1	17	12
	Percentage . .	100 pr. ct.	63 pr. ct.	3 pr. ct.	37 pr. ct.	32 pr. ct.
Requiring no Hom. }	Number . . .	0	14	32	29	26
	Percentage . .	0	37 pr. ct.	97 pr. ct.	63 pr. ct.	68 pr. ct.
Percentage of those re- quiring some Greek, which omit Homer.		0	31 pr. ct.	96 pr. ct.	60 pr. ct.	66 pr. ct.

The following 53 colleges which require Greek for admission, make no special requirement of Greek composition as distinct from the exercises in the beginners' books; they constitute 35 per cent. of the whole number requiring Greek :

Alfred, (N. Y.)	Georgetown, (Ky.)	Ohio Univ., (Ath.)
Amherst, (Mass.)	Univ. Georgia,	Ohio Wesleyan,
Baker, (Kan.)	U. S. Grant, (Tenn.)	Univ. Oregon,
Baldwin, (O.)	Grove City, (Pa.)	Parsons, (Ia.)
Battle Creek, (Mich.)	Hampden-Sidney, (Va.)	Univ. Pennsylv.,
Berea, (Ky.)	Heidelberg, (O.)	Western Univ. Pa.,
Boston, (Mass.)	Hillsdale, (Mich.)	Univ. So. Dak.,
Butler, (Ind.)	Howard, (D. C.)	Roanoke, (Va.)
Carthage, (Ill.)	Iowa Coll.,	St. Stephens, (N. Y.)
Centenary, (La.)	Univ. Kansas,	Southern, (Ala.)
Central, (Mo.)	McMinnville, (Ore.)	Tabor, (Ia.)
Centre, (Ky.)	Univ. Minnesota,	Trinity, (N. C.)
Cumberland, (Tenn.)	Univ. Mississippi,	Union, (N. Y.)
Delaware,	Univ. Missouri,	Univ. Virginia,
Drake, (Ia.)	Muhlenberg, (O.)	Washington, (Mo.)
Ewing, (Ill.)	Muskigum, (O.)	Univ. Washington,
Fr'nk'n & Marsh., (Pa.)	Univ. Nebraska,	W. Va. Univ.
Geneva, (Pa.)	Univ. N. C.,	

The Canadian colleges stand quite by themselves in at least the externals of requirement. The honor examinations which are maintained by most of them represent a very much higher standard than the ordinary or minimum examinations. Thus the University of Toronto makes for these examinations the additional requirement of one book of the *Odyssey* and two dialogues of Plato, and additional prose composition, the Victoria University, one book of the *Odyssey*, two orations of Demosthenes or two dialogues of Plato, and additional prose composition. Similar are the honor examinations of University College, Toronto, McMaster University (Tor.), and McGill College (Montr.).

The normal minimum-requirement in Canada seems to be one book of the *Anabasis*, one of Homer, and fifteen lessons of Arnold's Greek Composition. This is the standard in: McMaster University (Tor.), University of Manitoba (Winn.), Queen's College (Kingston), University of Toronto, Victoria University (Cobourg). Departures from this in the other colleges are slight; *e. g.* Acadia College (N. S.) requires Smith's *Init. Graec.* and one book of *Anabasis*, but no Homer; Dalhousie (N. S.), two books of *Anabasis* and no Homer; McGill, one book of *Anabasis* and no Homer; University of New Brunswick, four chapters of *Anabasis*, and II. I and VI, 1-103. Three colleges, McMaster University, University of Toronto and Victoria University set tests in reading at sight.

These Canadian requirements represent considerably more than they at first sight appear to, when compared with those of the States. The amount read is less in proportion to the thoroughness of grammatical drill. They possess at least the merit of a tolerable uniformity. Both in the honor standards and the ordinary, all the Canadian colleges are, so far as the externals of requirement are concerned, essentially upon the same level, in enviable contrast to the wilderness of disorder that surrounds us here.

In the case of the requirements in the States it is undoubtedly extremely difficult to determine how far the apparent discrepancies of publicly announced standards are real. Several colleges included in our list of highest requirement are open to the suspicion of having published the highest figures merely as *réclame*. Some think it is well to hitch one's "wagon to a star." We wish too we might be in possession of some mechanism, some sort of *enkrateiometer* to measure and record for us the will-power of colleges in adhering to their published requirements. We suspect that in the competition for students, the academic conscience too often drugs itself with the easy recipe of "conditions." It must furthermore be recognized that the number of pages of Greek text which a pupil has ambled through, or been dragged through is a most uncertain test of the amount of Greek he knows. The test of translation from required work may prove little more than a test of the pupil's memory of the sense. Repeated drill may have made him so familiar with the words of the English translation that the Greek text plays but little more part in the exercise than to furnish stepping stones for a hop and a skip. The test of reading at sight sets a check upon this, but we are inclined to doubt whether this test can be depended on, when taken by itself. The experience of five years in the Cornell University scholarship examinations shows that the rank of competitors based on sight-translation does not correspond closely to that based on grammatical work and composition. Ready sight-translation often involves a special form of cleverness, that does not adapt itself to the accuracies of grammar and composition. It seems to us that the four different tests may be wisely combined. Either of the three, however, the sight test, the grammar test or the composition test, gives a better assurance of quality than the test from prepared translation. The surest test

which can be made from the test required for translation is to use it as the basis of exercises in composition. Exercises from composition books are largely a delusion, at least as tests.

The best assurance of uniformity in admission requirements will after all be found in the standards of good work existing in the scholarly sense of the teachers themselves. Both colleges and preparatory schools run great risk of isolation of standard through exclusive use of their own graduates as teachers,—the “breeding in and in” principle. The greatest benefit may be expected from any organization of schools, that will favor a common understanding between large numbers of institutions. Thus the plan of the University of Chicago with its affiliated schools and colleges is a most hopeful and timely movement in higher education. The recent calendar of Des Moines College (Ia.), 1892-93, brings ample evidence of the stimulating influence of this association.

In reviewing the whole mass of the Greek requirements which we have classified, and still more, in going behind the externals of these requirements and examining the courses of study laid down in the preparatory schools upon which the respective colleges largely base their courses, we find that in reality there are three main groups of requirements to one of which almost all the different ones can be readily referred. These groups are determined by time rather than quantity. They consist of those which require a preparation, of three years, of two years, of one year respectively, or to state it in terms of number of recitations, of 540-600 recitations, of 360-380, of 180-200. To the first group belong of the 153 colleges requiring Greek, which have been examined, about 18 per cent., to the second about 49 per cent., to the third about 33 per cent. The last figure would have been considerably increased and the two first decreased, if a larger number of colleges had been examined.

In regard to the requirement of Homer it is to be noticed that there is no college in the Southern states proper which makes any requirement ; also that 53 per cent. of those requiring Greek omit Homer. It is certainly a fortunate thing that the colleges of the third group (33 per cent.) omit Homer, but it will, we believe, be regarded by most competent authorities a great misfortune that those of the second group (49 per cent.) make any attempt to intrude the study upon their slender allowance of 360 recitations

for Greek, and yet it is almost certain that a majority of them do this. After 240 recitations have been given to instruction in the grammar, reading, and writing of Attic prose, and before any except the most brilliant scholars can have secured any firm grasp of the forms and principles of the language, a class is carried over into another idiom, almost another language, as distinct from Attic prose, as the language of Chaucer from that of Irving, and introduced to a "mixing up of things," which leaves nothing as certain, and favors the conviction that the Greek is a language, in which all things are possible.

If Homer is to be read in the preparatory course, it must certainly be a three-year's course, and even then the Attic prose Greek must be jealously kept as the basis of all grammatical study, and the practice of writing Attic prose continued during the study of Homer. In the short time available for the preparatory work in Greek we cannot expect two languages to be acquired. To the prevailing usage of treating Greek as a two-language study must be attributed much of that uncertainty about essentials, which characterizes the knowledge-fund of the average Freshman, especially when coming from the two-year preparatory course.

The diversity in the pronunciation of Greek is also a great barrier to successful use of the time allotted to the study. Happy the student who goes through his entire course in Greek with only one pronunciation. But in passing from school to college, from school to school, from teacher to teacher, he is now almost certain to encounter at least two. We must reach some agreement. There are but two self-consistent systems upon which we can unite. Either we must pronounce as the best evidence shows that the Athenians of the fifth and fourth centuries B. C. pronounced, or we must accept the standards of modern Greek. The latter has the practical advantage of introduction to an important and increasingly important living language, but the great disadvantage of almost entirely obscuring the vowel-system. The former involves some changes in the system still in use in most of our Western and of our Eastern colleges; thus, *ε* (epsilon-iota) must be pronounced as *ei* in *neigh*, *η* (eta) as open Italic *e*, *ο* (omicron) as close Italic *o*, *ω* (omega) as open Italic *o*, *εϋ* (epsilon-upsilon) with the separate sounds in close succession, *υ* (upsilon) as French *u*. In any case we must recognize, that in this as in most of the matters

discussed, agreement and a common understanding are more important than any one man's scheme. May the gods give us the mind and show us the way "to be in the unity."

Benj. Ide Wheeler.

Cornell University.

THE HIGH SCHOOL AND ITS ENEMIES.

One of the effects of a good education is that people are taught to be tolerant of diversities of opinion. There is no surer sign of true culture in man or woman than the desire and the ability to understand and to appreciate the discordant opinions that prevail among men on all the subjects of deepest interest to mankind.

People are born with different endowments into different environments ; are subject to widely different kinds of training ; grow up amid different circumstances ; and pass their lives in intimate associations that have little in common—is it strange that they do not all think alike ? Would it not be a miracle if they did ? Men differ in religion, in politics, in their estimates of all the affairs of life, as naturally as they differ in stature, form, and complexion. And when one is ready to admit that another may radically differ with him in opinion on vital questions without being either a scoundrel or an idiot, or even a "crank," he is not far from that kingdom where men strive after truth and righteousness, without hypocrisy and without partiality, seeking neither emolument nor applause, but only the priceless possession of a mind unwarped by prejudice, a soul unstained by sin, and a heart with sympathies as wide and deep as human weal and woe.

Now, there is no subject that interests more people than education, and on none, except religion, have men differed more widely. Whether you regard the extent to which all men should be made participants (as far as possible) in a common culture, or the things considered to be of chief importance in that culture, or the wisest, most salutary, and most successful method of accomplishing it—of drawing out the latent capacities of the mind and making them capable of vigorous and useful employment in the various walks of life—you find among men who have devoted